Assessments and Learning Materials in the Online Classroom

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Upon completion of this workshop, participants will be able to:

- Identify assessments that align with specific learning objectives.
- Discuss ways to effectively evaluate learners’ work.
- Identify instructional materials currently used in courses.
- Identify areas in online course with respect to assessments and instructional materials that need to be improved in individual courses.
What is alignment?

Course Curriculum Map
LIBSC 5213 Catalog and Classification

(MO=Module Objective, CO=Course Objective)

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<tr>
<th>Module</th>
<th>Course Objectives</th>
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<td>Introduction – Start Here</td>
<td>Demonstrate the ability to navigate and communicate in Blackboard and identify the expectations of the online course (CO1)</td>
<td>• Identify preferred browser, language use, citation format, and contact information and technology support in BB course (MO1) • Verify completion of reading document on expectations of the program (MO2) • Create a discussion thread to demonstrate the ability to communicate in the BB course (MO3)</td>
<td>Syllabus • Tips you Need to Know • Guidelines to being an Online Student • Course Calendar • ECU Dates • Academic Integrity</td>
<td>• Scavenger Hunt Quiz (MO1, MO2, CO1) • Discussion Board response and replies in Introduction, discussion board (MO3, CO1)</td>
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<td>Module 1 – Theory and Tools</td>
<td>Demonstrate the characteristics and applications of cataloging according to the Anglo-American cataloging rules (CO2)</td>
<td>• Reflect and discuss AACR2 history, cataloging theory, and other common library terms found in module readings such as WorldCat, OPAC and MARC (MO4)</td>
<td>Notes from Instructor • Textbook readings • Articles • PPT • Slideshare • Examples of Marc Records</td>
<td>• DQ#0 (MO4, CO2)</td>
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<td>Module 2 – Practicing with Tools</td>
<td>Demonstrate the characteristics and applications of cataloging</td>
<td>• Reflect and discuss about the history and future of cataloging, and</td>
<td>Notes from Instructor • Textbook reading • Articles</td>
<td>• DQ#1 (MO5, CO2) • Cataloging Activity #1 OCLC Practice (MO6, CO2)</td>
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Types of Assessment

- Formative – occur during the learning process (quizzes, discussions, exit papers)
- Summative – occur at the end of a unit (midterm exam, final research project)

We learn... 10% of what we read 20% of what we hear 30% of what we see 50% of what we both hear and see 70% of what is discussed 80% of what we experience personally 95% of what we teach to someone else

— William Glasser —

Examples of learning objective-assessment alignment:

1. A multiple-choice quiz verifies vocabulary knowledge
2. A composition shows writing skills
3. A video of a learner presentation in a foreign language shows mastery of the language
4. A post to the discussion board compares/contrasts content covered in the chapter
Sample Learning Objective:
At the end of this module, students will apply what they have learned by discussing which learning type they feel is more beneficial, asynchronous or synchronous learning.

Assessment Option 1:
Discussion Board

Assessment Option 2:
Multiple choice quiz

Option 1 is the best option because the LO states that students will apply what they’ve learned by discussing; taking a quiz is not a “bad” assessment, but it does not align with the LO.
Alignment cont’d

Sample Learning Objective:
- At the end of this unit, students will create a body of work that illustrates their own photographic vision.

Assessment Option 1:
- 10 page thesis about contemporary authors

Assessment Option 2:
- 10 page personal essay

Option 2 is the best option because the LO states that students will create something that illustrates THEIR vision; option 1 is, again, not a “bad” assessment, but it does not align with the LO.
3.1 The assessments measure the achievement of the stated learning objectives

**Introduction & Instructions to this Module**

**Introduction to Chapter 2 Module**

Following the completion of Module 2, the student will be able to:

1. Identify key terms and theories of drug addiction and/or abuse. (4,5,6,7,8,10)
2. Discuss epigenetics and summarize factors responsible for addiction. (4,5,6,9,10)
3. Identify reasons why drug use or abuse is a serious problem. (5,6,7)
4. Select and summarize a relevant article that addresses factors, theories, and/or models of drug use and abuse. (CO 1,4,5,6,7,8,10)

**Chapter 2 Discussion 2: Article Conclusions**

Choose one of the following four articles provided within this module and provide a description of the findings or conclusions of the article IN YOUR OWN WORDS. Write a minimum of one paragraph (5-7 sentences).

1. Factors Responsible for Women’s Tendency to Seek Solace in Drugs
2. Dopamine and Reward: The Anhedonia Hypothesis 30 years On
3. The More the ‘Merrier’: A Multi-Sourced Model of Addiction
4. Drug Addiction In the Labeling Theory
3.2 Course grading policy should be clearly stated at the beginning of the course.

- What to include:
  - Statement that explains how grades are calculated.
  - Relationship between points/percentages/letter grades are clearly explained.
  - Late submissions policy.

- Examples:
  - List of activities, tests, etc. that will determine final grade.
  - Show relationship between final grade and points/percentages.
  - Clear statement on point deductions for assignments submitted late.
3.2 Course grading policy should be clearly stated at the beginning of the course.

Course Assessment/Grade Calculation

Assignment details can be found in the content for each module. Specific due dates, and point totals can be viewed in the Course Schedule document.

Assignments are subject to change at the instructor’s discretion and communicated via course announcement and/or ECU email.

Course Points:

- Orientation Activities - 1 point
- Module 1, 2, 6 Discussions (3 x 5 pts each) - 15 points
- Atomic Learning Trainings (5 x 3 pts each) - 15 points
- Atomic Learning Training Reflections (3 x 5 pts each) - 15 points
- Education Issue Research Summary - 10 points
- Education Issues Summary/Response Discussion - 10 points
- Education Issue Book Checkpoints (2 x 2 pts each) - 4 points
- Collaborative Critical Thinking Group Project - 10 points
- Collaborative Critical Thinking Group Project Reflection - 5 points
- Education Issue Book Presentations/Discussion - 15 points

Total - 100 Points Possible

Grading/Feedback Response Time Expectations:

My goal is to have assignment grading and/or feedback returned within 1 week from the due date of the assignment (not 1 week from the time you submit the assignment).

Discussions or other activities will have grades/feedback posted directly in the Blackboard course gradebook (My Grades area).

Letter Grade Detail (percentage of total points earned):

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Grade Posting Disclaimer: Grades for this course will not be posted outside of your individual Blackboard gradebook area, except for end of term grade reporting which requires grades to be submitted to university personnel for end of term processing and transcript updates.

Policy on Incomplete Grades: Incompletes for this course will be issued only in extremely rare cases and only when the situation has fully met the university guidelines for earning an incomplete and at the discretion of the instructor.

https://www.ecok.edu/administration/academic-affairs/academic-affairs-programs/admissions-and-records/ecu-catalog
3.3 Specific and descriptive criteria should be provided for the evaluation of work, and their connection to the course grading policy is clearly explained.

- Examples:
  - Rubrics
  - Checklists
  - Detailed instructions with criteria included
  - This applies to all assessments (assignments, discussions, tests, etc.)
3.3 Specific and descriptive criteria should be provided for the evaluation of work, and their connection to the course grading policy is clearly explained.

NOTE: the Annotated Bibliography plus 4 more references ARE required! The response is optional.

This discussion is worth 50 points. It must be complete by 11:59 p.m. on the due date for full credit. You must post a discussion before you will be able to see other discussions in this forum. Any "accidental" posts will count as your intended post and you will receive a zero if the annotated bibliography is not included in your original post. Your post must include a minimum 150 word description of the article you choose to annotate (describe; explain).

As an assistance to you, I would like to get all of you thinking about current issues in education and how to cite these appropriately. APA format is used in all education writing (See “APA Citing & Referencing” PowerPoint & Lecture). Be sure you use APA format for full credit. To help make sure you are finding current issues and looking up appropriate references, an annotated bibliography will be posted here on the discussion link. You must use a peer reviewed article (find on Ebscohost through the ECU library). Internet articles will not be accepted and will result in a grade of zero on this assignment. Please include the actual article as an attachment to this discussion post (this accounts for 10 of the 50 possible points).

An annotated bibliography includes a correct APA reference at the start and a full paragraph (4-6 sentences minimum) describing the content of the article (do not merely describe the abstract as abstracts can be misleading). Here is an example of one reference:


Be sure you write in your own words. Be cognizant of plagiarism issues! Because I am asking for a one paragraph summary of the article, you should not be quoting it directly. Also, do not use the given abstract as your paragraph. That is plagiarism. Use your own words!

Be sure your references are from academic, peer reviewed sources and not popular literature. Peer reviewed journals are a must (See “Finding Academic Articles” PowerPoint & Lecture). Do not use magazines or newspapers!! Any sources which are not peer reviewed will not be accepting, meaning that if your annotated bibliography is from a magazine or newspaper article, you will receive zero for this assignment. Again, include the actual article as an attachment here.

Your annotated bibliography should NOT be an attachment... this makes it easier for people to respond to your post. Your actual article SHOULD be an attachment and should be included in the same post. (Note: you cannot edit posts. If you forget the attachment, simply reply to your original post and add the attachment.)

In order to get full credit on this assignment, you also need to include correct APA references for FOUR MORE references related to your research topic. At this point, those other references get much less significance on points for this assignment. But, it is one way to be sure you are making your APA references correct AND that you have appropriate, peer reviewed sources to use for your Review of Literature. They will count for some of this assignment.

For an EXTRA 10 points, you may reply to one of the articles posted. Your reply must include some of your own insight to move the discussion forward regarding the particular topic. This post should include a minimum of three well developed sentences. Points will NOT be given for comments that simply give approval or disapproval (i.e. "I really like this topic").
How do you evaluate your students’ work?
3.4 Assessments should be sequenced, varied, and suited to the level of the course.

- Types of assessment
- Things to avoid:
  - Having only one type of assessment throughout the course
  - Assessments that are inconsistent in sequence/frequency
3.4 Assessments should be sequenced, varied, and suited to the level of the course.

Chapter 2 Test (25 points)
10 Matching, 15 multiple choice

Chapter 2 Discussion 1: Epigenetics
Review the article “DNA is Not Destiny.” Next identify a section or comments in this article that stood out to you the most and summarize the factors that were responsible for addiction. Describe what this means to you and why you view this as important. Write a minimum of one paragraph (5-7 sentences).

Part 1 Literature Review (10 Points)
Please submit your topic choice for the Literature Review. Don’t forget to check back next week to make sure this was approved i.e. did you receive grade credit for this submission. If your topic was approved, you may proceed with working on Part 2 of the assignment. If it was not approved, you are required to contact the instructor to discuss this and subsequently re-submit a topic.

Extra Credit Option: Chapter 3 (5 extra credit points)
Answer any one “Identify” or “Discussion” Question on pages 38-39 of your course workbook for 5 points. To receive full credit you must:

1. Answer all parts of the question i.e. identify AND EXPLAIN
2. Be thorough in your response i.e. write a minimum of 1-2 paragraphs
3. Use proper grammar and punctuation.
4. Turn this in through this assignment tab as an attachment
5. Complete this in a word document & include: your name, chapter number, the question you chose to answer, and your response. No cover page is needed. Cite your sources if any are utilized.

You can only submit one question for extra credit and the maximum number of extra credit points you can receive is 5. This is due on 1-31-16 when all other Chapter 3 Module items are due.
3.5 Course should provide learners with multiple opportunities to track learning progress with timely feedback.

- **Feedback**
  - Comments on written assignments, discussions, etc.
- **Gradebook**
  - Scores on tests, quizzes, etc. should be available in a timely manner
3.5 Course should provide learners with multiple opportunities to track learning progress with timely feedback.
Instructional materials

4.1 Instructional materials contribute to the achievement of the stated learning objectives.

- Textbooks
- OERs
- PowerPoint Slide Presentations
- Lectures
- Videos
- Images
- Websites
4.1 The instructional materials contribute to the achievement of the stated learning objectives.
Time to SHARE!

What types of instructional materials do you currently utilize in your online course(s)?

https://campustechnology.com/articles/2017/06/21/fixing-the-textbook-model.aspx#

https://www.collective-evolution.com/2016/10/18/the-sharing-economy-creating-space-for-a-new-type-of-leader/
4.2 The relationship between the use of instructional materials in the course and completing learning activities should be clearly explained.

- Schedule of assigned readings is accompanied by an explanation of how the readings will be used in the discussion forum.
- Links to external websites include a description of the site and how the information at the site is to be used in learning activities.
4.2 The relationship between the use of instructional materials in the course and completing learning activities should be clearly explained.

Module 5 Summary

Most issues that impact schools are too big and too complex to be tackled by any one individual. This module will engage you in a collaborative critical thinking/problem solving project related to an issue that a fictional school is facing.

See the instructions below for how to complete the collaborative critical thinking case study project. To complete this project your team will create a product designed to communicate about the important details you considered about the issue based on the information provided in the case study as well as your own research, and what your recommendation is (along with the justification for this recommendation). Be sure to review the project rubric before you begin to develop your product.

Also, in this module’s book checkpoint discussion you will provide details about what you’ve been getting out of the education issue book you selected at the beginning of the course. See the instructions post in the discussion thread on what is required in your post.

Critical Thinking 101

Before you begin this project, first take time to review these important resources on strategies for applying critical thinking for effectively solving problems. Your work in completing the case study project should reveal your awareness of and ability in the critical thinking process.

- Concept and Definition of Critical Thinking (from criticalthinking.org)
- Critical Thinking in Everyday Life: 9 Strategies
- Critical Thinking Resources for University Students

Image source: https://flic.kr/p/dnRstA
Instructional materials

4.3 Course should model the academic integrity expected of learners.
- Include source references
- Sources for materials are clearly identified with references.
  - Textbook
  - Instructor-created materials
  - Images
  - Journal articles
4.3 Course should model the academic integrity expected of learners.

VI. Textbook
   Required Text:


   *See University Bookstore for purchase information: http://www.ecubookstore.com*

   You will also view a series of videos that will be provided in the learning modules:

   Hicks, S. (2009, December 16). *Introduction to the course: Philosophy of education [Video file]*. Retrieved from
   https://www.youtube.com/watch?list=PL4D15CEFD8356A3D3&v=Cw7dED3AkyY
Instructional materials

4.4 Instructional materials represent up-to-date theory and practice in the discipline.

- Current materials
- Older works consider “seminal” are the only exceptions
Instructional materials

4.4 Instructional materials represent up-to-date theory and practice in the discipline.

III. ONLINE RESOURCE:
https://human.biodigital.com/index.html

BioDigital Human Visualization Platform is a 3D anatomy visualization platform in interactive and beneficial resource and supports the Course...
Instructional materials

4.5 A variety of instructional materials is used in the course.

- Use a variety of relevant instructional materials
- Examples:
  - A text from a single author, multiple videos, and a selection of websites
  - A series of topical videos and a textbook
- What to avoid:
  - Using only a single textbook
  - Weekly video lectures with no other instructional materials
Instructional materials

4.5 A variety of instructional materials is used in the course.
Are you signed up for our next workshop?

Learning Activities and Technology in the Online Classroom

September 24th at 3:00

ekok.libguides.com/faculty

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